



OPGES Pilot Participants Manual

Timeline and guidance

For Other Professionals participating

In the OPGES pilot for the 2014-2015 school year

To be used by:

Library Media Specialists

School Counselors

Speech Therapists

School Psychologists

School Instructional Coaches

Timeline

The OPGES pilot will follow the same time line as the TPGES portion of PGES. Each district has laid out in their Certified Evaluation Plan (CEP) the timeline for each source of evidence and when these are due in their district.

A general outline of expected dates is as follows:

First 30 days of school: Teachers and other professionals will complete the self-reflection and determine from this tool the Domain areas in which they need to develop their Professional Growth Goal.

August through October: Using student standards applicable to the Other Professionals field, collect baseline data to determine students' needs. Develop or identify assessments, rubrics and tools needed to gauge student growth. Student Growth goals will be written, reviewed with administration, revised and approved from September through October.

October through end of the year: Observation/Site Visit cycles will begin including primary supervisor and peer observer visits. Pre-conferences will be conducted before the observer visits. Pre-conferences are where the Other Professional will inform the observer of the responsibilities and expectations of their particular role. The Other Professional's framework should be reviewed by both parties before the observation visit. Other professionals in the pilot will complete 2 observation visits: 1 full by the primary supervisor and 1 by the peer observer. Post-conferences of the observation visit will occur within 5 days or as determined in the CEP.

Second semester: Continue to self-reflect and update Professional Growth Goals if needed. Remaining pre-conferences, observations, and post-conferences will take place as determined in the district CEP.

Timeline

March: OPGES will complete only the Spring Student Voice Survey. OPGES pilot surveys will not be completed in Infinite campus, but rather through another method that will be provided at a later date.

April: Finalize all observations. Determine the summative rating using all five evidences completed throughout the year.

OPGES Sources of Evidence

Self-Reflection & Professional Growth Goals:

Rationale for the Integration of Reflective Practice and Professional Growth Planning

Self-Reflection is a process by which teachers assess the effectiveness of their instructional planning, lesson implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. When teachers use data to reflect on what worked, what did not work, and what types of changes they might make to be more successful, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process. (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

The goal of self-reflection is to improve teaching and learning through ongoing thinking on how professional practices impact student and teacher learning. The attainment of this goal is facilitated through the development of a professional growth plan that either develops or hones professional practices and leadership skills.

The goal of a Professional Growth Plan is to facilitate the translation of growth needs identified through self-reflection and other processes into practical activities and experiences that are of value to Other Professionals in strengthening their competencies in the identified growth need areas. An action plan developed as part of the professional growth planning process should include activities designed to support collaboration and learning among Other Professionals. Research shows that in order for professional growth to be effective, it should be a deliberate process that occurs within the context of a professional's daily activities in the classroom/school environment and connects back to student learning (Marzano, 2003).

Self-Reflection & Professional Growth Goals:

The Professional Growth Plan should address realistic, focused, and measurable professional goals. Professional growth needs are identified through self-assessment and reflection. As Other Professionals collaborate with administrators to identify explicit goals, these goals should become the focus of professional growth activities, support and on-going reflection related to the progress in meeting the goals and the impact that is measurable for both the Other Professional and students.

Reflective practices and professional growth planning are cyclical in design. The Other Professional (1) reflects on their current growth needs based on the Self-Reflection tool and identifies an area or areas for focus; (2) collaborates with their administrator to develop a Professional Growth Plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on their professional practice; (5) modifies the plan as appropriate; (6) and continues implementation and reflection.

Steps for creating Professional Growth Goals:

There is a specific Self-Reflection tool available for each of the five Other Professional categories. ***Other Professionals should not use the teacher Self-Reflection tool.*** The Self-Reflection tool allows the Other Professional an opportunity to rate their own performance and effectiveness based on the Kentucky Framework for Teaching – Specialist Frameworks. Using the results of the Self-Reflection, the Other Professional will be able to determine what their area of growth may be. They will choose at least one area in which to create the Professional Growth Goal.

Each Other Professional will complete the Self-Reflection tools prior to creating the Professional Growth Goal.

Self-Reflection & Professional Growth Goals (continued):

Step 1: Using the [PGP Initial Reflection for OPGES](#), Highlight or circle the descriptors in each of the four domains that best describe your teaching practice.

Step 2: Find your highlighted descriptors in the [Kentucky Framework for Teaching – Specialists Framework](#).

Step 3: Determine your performance level in each of the components.

Step 4: Enter the data into EDS or organize data using the [Self-Reflection](#) worksheet.

Professional Growth Goals are written in EDS or may be created as a draft on the [PGP paper template](#).

Professional Growth Goals and action plans will address the following questions:

1. What do I want to change about my practice that will effectively impact student learning?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Resources:

Self-Reflection & PGP webpage:

<http://education.ky.gov/teachers/PGES/otherpages/Pages/OPGES-Self-Reflection-and-Professional-Growth-Planning.aspx>

EDS & Self-Reflection webpage:

<http://education.ky.gov/teachers/PGES/geninfo/Pages/EDS-PL-Resources.aspx>

OPGES Sources of Evidence

Observation/Site Visit:

OBSERVATION RATIONALE

The observation process is one source of evidence that includes supervisor and peer observation for each participating Other Professional in the OPGES pilot. The supervisor observation/visit will provide *documentation and feedback* to measure the effective practices of the Other Professional's whereas the peer observation will focus on the *collaborative process* in order to provide *supportive and constructive feedback*. The underlying rationale of each type of observation is to encourage continuous professional growth in teaching and learning through critical reflection.

OPGES Variations:

Because most Other Professionals are not in a traditional classroom setting, the observation may look more like a site visit. The observer may not visit the Other Professional when they are with students, but rather during 'office' or 'planning' hours. Therefore, a district may conduct the observation using questions similar to those used in the Principal's Site Visit.

The observation process is designed to create conversation between the Other Professional and supervisor around the roles and responsibilities that relate to the Other Professional's field and how the professional meets them. Observations will use the Framework for Specialists and will identify evidence to support each of the domains in the framework.

Observation/ Site Visit (continued):

The Observation cycle

For the Pilot year, 1 full observation will be completed by the evaluator and 1 observation by the peer observer. (Districts may determine the length of time a peer observer visits.)

The time frame OPGES observations/site visits are conducted is determined by the district timeline for all PGES observations.

Observer Guidance

Both the primary evaluator and Peer Observer should prepare themselves for the Other Professional's Observation/Site Visit by completing the appropriate trainings as well as reviewing the "[Kentucky Framework for Teaching – Specialists Framework](#)" and the portion that applies to the Other Professional they will be observing.

Observers should also review the "observation guidance" documents that provide a summary of what to expect during the OPGES visits. Discussion between the observer and Other Professional should be held to determine "look fors" of the observation based on the Specialist framework. This may be done during a pre-observation conference if this practice has been established by the district.

During the observation/visit, the observer may ask questions or view situations that will address the four domains of the "[Kentucky Framework for Teaching – Specialists Framework](#)." The Educator Development Suite Observation Tool of CIITS will be used during Observations/Site Visits to capture the events that occur during the visit. These events will be documented in the narration box and the observer will connect them as evidence for each of the components in the four domains.

Post-observation conferences are held to review and discuss the evidence. Both parties will play a part in the post observation conversation.

Observation/Site Visit (continued):

Peer Observation:

The peer observation can be done by any teacher or Other Professional that has completed the Peer Observer training. Observers do not have to be in the same field or subject area as the person they are observing. Each district may determine who qualifies to be a peer observer in their district.

A Peer observer will complete the KET Peer observer training, as well as review the 'Observation Guidance' document. Discussion of the Narration during the observation and any post observation dialogue is conducted between the Peer and the Other Professional during the post observation conference. Only professional feedback is given, no score is recorded by the peer observer. Information from the observation is only seen by the Other Professional, no reports are sent to the principal or supervisor.

OPGES Sources of Evidence

STUDENT GROWTH GOALS

RATIONALE FOR GOAL SETTING PROCESS

During school hours, the greatest impact on a student's achievement is his or her teacher's day-to-day instructional practice (Hanushek, Kain, & Rivkin, 1998; Haycock, 1998; Carey, 2004). The choice of assessments to demonstrate that growth has occurred must link closely to the learning happening in the educational environment. Additionally, both the learning and the assessment must be congruent with required, rigorous standards. The goal setting process for assessing student growth allows Other Professionals to choose a goal based on the needs of their students and select assessments that will reflect the results of the goal set.

GOAL SETTING FOR STUDENT GROWTH PROCESS

Goal setting for student learning is an important process for every Kentucky educator. Rigorous, measurable goals provide a clear path for educators and students to succeed. The goal setting process helps ensure that lesson design, implementation, and assessment result in learning for all students.

Each district has a goal setting process determined in their CEP.

STUDENT GROWTH GOALS

OPGES Student Growth Goals:

OPGES will follow the same process in creating Student growth goals as TPGES. Any training provided in the district or region regarding Student Growth Goal process is applicable to both TPGES and OPGES participants.

The Student growth process includes answering three questions:

1. What matters most for my content area?
2. How do I know? – What standards, expectations, etc. guides my work?
3. What makes it meaningful?

The Student Growth goal will identify three components:

1. Enduring skill, process, understanding, or concept
2. Growth target
3. Proficiency target

Student Growth Goal resources can be found at the Kentucky Department of Education [OPGES webpage](#).

OPGES Student Growth Goal variations:

Other Professionals have specific student standards applicable to their field. The documents may be a resource for identifying the Enduring Skills needed to create Student Growth Goals.

Standards document examples may include:

[The AASL Library Media Student Standards](#)

[The ASCA Counseling Student Standards](#)

[The ASHA Pace Document for Speech Pathology Students](#)

[ELA Standards for Speech Students](#)

[Kentucky Core Academic Standards](#)

[NASP standards and guidelines for Psychologists](#)

OPGES Sources of Evidence

Student Voice Survey

RATIONALE FOR STUDENT VOICE SURVEY

The Kentucky Student Voice Survey is a well-designed, analysis and reporting system similar to the Tripod Student Survey developed by Dr. Ron Ferguson of Harvard. Student surveys ask students to give feedback on specific aspects of the educational experience and teaching practice. Research supports using student perception surveys to measure teacher effectiveness.

“Student ratings are the single most valid source of data on teaching effectiveness.”

--McKeachie, W. J. (1997). Student ratings: The validity of use. *American Psychologist*, 52, 1218–1225.

The questions use Likert-scale response options and focus on specific statements such as “Our class stays busy and doesn’t waste time”. In addition, the survey asks students to assess their level of engagement around several student engagement targets. These include such targets as trust, cooperation, ambitiousness, and diligence.

Student Voice Surveys in OPGES Pilot

Timeline:

Other Professionals in the OPGES pilot will complete Student Voice Surveys in the spring window only.

Student Voice for Other Professionals will not be completed in Infinite Campus during the pilot year. Additional details for completing the surveys will be provided to districts closer to the spring window.

Student Voice Survey

Student Voice requirements:

Other Professionals may administer the Student Voice Survey to any student they serve. A district may choose to have each student who receives services from the Other Professional to complete a survey after any visit with the Other Professional. Depending on the Other Professionals role and amount of interaction with students, they may have a student complete the survey after the initial visit, or if they know the student will return for services, they may have the student complete a survey after a few visits. In either situation, the district should have a proxy collect and compile the completed Student Voice Surveys in a secure packet. These may be collected through the end of the state determined Student Voice window, after which the proxy will submit the results to the administrator and other professional.

The Student Voice Survey is used in the formative evaluation process and is to be used in discussion with the primary supervisor on professional growth needs or areas of professional development.

Details on the Student Voice process and administration will be available in the spring semester of the 2014-2015 school year. More information can be found at the [OPGES Student Voice Survey Webpage](#).

OPGES pilot information

For further questions regarding the OPGES Pilot please
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[Kentucky Department of Education PGES Website](#)

Regional level PGES Consultants located in your regional
Educational Cooperative

District level PGES points of contacts